**Checklist for Curriculum Submission:**

**PRE-Submission Checklist**

* Consider whether the number should be a 100 or 200 level, based on prerequisites and general level of the competencies.
* Check to make sure your course proposal is not a duplicate in your discipline and other comparable disciplines. <https://resources.cccs.edu/education-services/common-course-numbering-system/>

*Thyra Powers in Instructional Services can assist with the following information.*

* Know your CIP code.
* Gather the correct information to complete submission cover page:

|  |  |
| --- | --- |
| Name | [POS](http://rrcclashr01/sites/curriculum/Lists/CurriculumProposals/DMS266Deletion.docx) 111 American Govt |
| Course Prefix | POS |
| Course Number | 111 |
| Course Title | American Government  |
| CCCNS Status | CCCNS - Official  |
| Type of Proposal | New Course |
| Course Changes |    |
| Duration | Permanent  |
| Course Type | Academic  |
| Fees | LOW (Low, Medium, High) |
| Semester | Fall  |
| First Year | 2014  |
| Reason for Curriculum Proposal |  |
| Physical Requirements |   Attending class lectures  |
| Fixed Credits |   3 |
| Variable Credits |   no |
| Lecture Contact Hours |   45 |
| Academic Lab Contact Hours |   0 |
| Vocational Lab: Hours |   0 |
| Other Contact Hours |   0 |
| Ratio for Other Contact Hours |   1:1 |
| Total HoursThyra Powers can help with your questions. Thyra.Powers@rrcc.edu | 45 |

**Course Description (will review with CC member)**

* Check to make sure that the course description is 75 words or less.
* The course description is an incomplete sentence starting with an action verb. The subject should be, “This course…” Example: Introduces the study of archaeoastronomy and ethnoastronomy. Students will study the principles of naked eye astronomy…

**Competencies**

* Check to make sure there are no more than 20 competencies.
* Competencies should start with measurable action verbs. Think of them as starting with, “The student will be able to …” A list of suggestions is attached, but there are other options. Don’t use, “understand.”
* Competencies should fit the course description.
* There is no minimum number of competencies, but there should be enough to justify the credit hours. Some competencies are very broad, so this isn’t always easy to judge, but a 12 credit course with 2 competencies is a bit hard to believe. Just make sure the credit hours make sense.

**Topical Outline**

* The topical outline should align fairly well with the competencies and description. It should be clear how each competency is included in the outline and vice versa.
* There is no need for action verbs or specific formats for the topical outline. Whatever form they use is okay.

**Mechanics**

* Check the submission for problems with spelling, word usage and punctuation. We don’t have to catch everything at the pre-submission stage, but if there are a lot of problems, ask them to re-work it. Problems we see a lot:
	+ Capital letters used where they shouldn’t be or not used where they should
	+ Inconsistent use of periods at the end of competencies and/or outline items
	+ Oxford commas and hyphens in compound modifiers
	+ Acronyms without explanations
	+ Consistency in outline: numbering, indentation etc.

**Verbs for Writing Measurable Objectives**

*Increasing Complexity*

|  |
| --- |
| **Action Verbs for Cognitive Domain** |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Synthesis** | **Evaluation** |
| Reproduce | Restate | Translate | Distinguish | Compose | Judge |
| Define | Discuss | Interpret | Analyze | Plan | Appraise |
| Memorize | Describe | Apply | Differentiate | Propose | Evaluate |
| Repeat | Recognize | Employ | Appraise | Design | Rate |
| Record | Explain | Use | Calculate | Formulate | Compare |
| List | Express | Demonstrate | Experiment | Arrange | Value |
| Recall | Identify | Dramatize | Test | Assemble | Revise |
| Name | Locate | Practice | Compare | Collect | Score |
| Relate | Report | Illustrate | Contrast | Construct | Select |
| Label | Review | Operate | Criticize | Create | Choose |
| Select | Tell | Schedule | Diagram | Set Up | Assess |
| Underline | Classify | Perform | Inspect | Organize | Estimate |
| State | Name | Sketch | Debate | Manage | Measure |
| Order | Justify | Assess | Inventory | Prepare | Defend |
|  | Illustrate | Choose | Question | Summarize |  |
|  | Categorize | Compute | Relate | Discuss |  |
|  |  | Predict | Solve | Relate |  |
|  |  |  | Examine |  |  |

|  |
| --- |
| **Action Verbs for Affective Domain** |
| **Receiving/Attending** | **Responding** | **Valuing/Worthy** | **Organization/Conceptualization** | **Internalized Value** |
| See | Like | Accept | Associate | Accept |
| Hear | Dislike | Attain | Correlate | Change |
| Accept | Believe | Decide | Determine | Decide |
| Listen | Write | Develop | Find | Demonstrate |
| Prefer | Develop | Influence | Form | Develop |
| Select | Record | Participate | Judge | Face |

|  |
| --- |
| **Action Verbs for Psychomotor Domain** |
| **Perception** | **Set** | **Guided Response** | **Mechanism** | **Performance** | **Adaptation** | **Origination** |
| Recognize | Display | Assemble | Demonstrate | Build | Reorganize | Create |
| Choose | React | Build | Write | Conduct | Adapt | Make |
| Isolate | Respond | Calibrate | Sets Up | Show | Alter | Construct |
| Select | Show | Construct | Operate | Operate | Change | Arrange |
| Detects | Start | Dismantle | Demonstrate | Demonstrate | Rearrange | Design |
|  |  | Dissect | Assemble | Mix | Revise | Originate |
|  |  | Fix |  | Calibrate | Vary |  |
|  |  | Measure |  |  |  |  |
|  |  | Manipulate |  |  |  |  |

|  |
| --- |
| **Verbs to Avoid** |
| Accept | Acknowledge | Be Aware Of | Be Conscious Of | Believe | Enhance | Enjoy | Grasp |
| Internalize | Know | Like | Learn | Realize | Sense | Understand | Value |

**From Nick Fuhrman, Evaluation Specialist, UGA, ALEC – Based on Bloom’s Taxonomy**